



# 6-8

## Social Studies/Civics

### Suggested Scope and Sequence

**BASED ON THE WISCONSIN STANDARDS FOR SOCIAL STUDIES (2018)**

# **6-8**

## **Social Studies/Civics**

### **Suggested Scope and Sequence**

Developed by

**Kris McDaniel**  
Social Studies Consultant



**Wisconsin Department of Public Instruction**  
Jill K. Underly, PhD, State Superintendent  
Madison, Wisconsin

This report is available from:

Teaching and Learning Team  
Kris McDaniel, Social Studies Consultant  
Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison, WI 53703  
(608) 266-2207  
[dpi.wi.gov/social-studies/civics](http://dpi.wi.gov/social-studies/civics)

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# Foreword

Dear Wisconsin Educators,

I am incredibly proud to present to you the Wisconsin Social Studies/Civics Suggested Scope and Sequence. As a former civics teacher, this subject is near and dear to my heart, and as a resident of this state, I am excited that our future residents, voters, and leaders will be so well-prepared thanks to the civics learning this scope and sequence will provide.

As public education is a constitutional right, it is my firm belief that public education is rooted in representative democracy. It also forms the roots for our democracy to grow and be healthy. Which means, in turn, that our public education system must be strong to provide a solid foundation for a healthy democratic republic to grow from and build upon.

Schools can be – and must be – this foundation. I want all Wisconsin students to grow up to be active participants in the civic life of our state and our nation. To be future active participants in democracy, they need that strong foundation. They need to know how to examine our past. They need to know how to think critically about our present. They need to make informed decisions about their future, which is, of course, our collective future. They need robust civics learning.

Maybe our 2023 Wisconsin Teacher of the Year Sarah Kopplin said it best in her speech at the 2022 State of Education Ceremony:

“Civic learning for our kids is not just about the ability to discern fact from opinion, or to learn content about the founding fathers and our constitution, or know where to vote. Civic learning is also about examining multiple perspectives on historical and contemporary issues. It is about taking responsibility for words and actions. It is about respecting individual worth and human dignity. It’s about children seeing themselves as important members of their community. It is also every child learning that they have a voice, and about getting opportunities to use that voice to shape their future. If we mean to preserve a government that is of, by, and for the people, we must allow our children to experience this type of learning so that they are able to preserve those tenants.”

Public education is about creating a future for all of us in this ever-changing world. Thank goodness we have our public schools where we teach students how to make sense of that change, how to harness it, and how to use these lessons to make their lives – and our state, nation, and world – a better place. We must prepare them well. We must prepare them with civic learning, because that is how we ensure the strength of our democracy and our collective future.

Jill K. Underly, PhD  
State Superintendent of Public Instruction  
Wisconsin Department of Public Instruction

# Acknowledgments

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## **Wisconsin 6-8 Scope & Sequence Writing Team**

**DPI Liaison:** Kris McDaniel, Social Studies Consultant, DPI

**Civics Project Manager:** David Olson

**Educator Facilitator:** Sarah Kopplin, Shorewood School District

**Region 10 Comprehensive Center:** Annalee Goode

**Che Kearby,** Kenosha Unified School District

**Sherri Michalowski,** Elmbrook Schools

**Rhonda Watton,** Hamilton School District

**Stephanie Wild,** Kimberly Area School District

### **Department of Public Instruction -- Instructional Leadership**

- John W. Johnson, PhD, Deputy State Superintendent
- Duy Nguyen, Assistant State Superintendent
- Laura Roeker, Director, Teaching and Learning Team

# The Wisconsin Civics Project

## The Vision

State Superintendent of Public Instruction Dr. Jill Underly announced her intention to focus on civics education as a priority early in her administration in the summer of 2021. Her goals for the Wisconsin Civics Project are:

(1) all students learn to become engaged citizens, critical consumers of information, actively involved in the civil discourse of their communities, state, nation, and world, understand and actively participate in the processes of government (including voting), and are empowered to see themselves as essential members of their communities with opportunities to actively participate in civic learning and problem solving.

(2) all schools and educators are equipped with the resources and support they need to foster excellence in civic literacy and civic engagement, and

(3) all partners and stakeholders are empowered to support the civic mission of schools and collaborate to support civic literacy and provide civic engagement opportunities to students of all ages.

With a vision of fostering excellence in civic literacy and civic engagement for all learners, DPI convened a group of educators from across the state to build a K-12 civics and social studies suggested scope and sequence aligned to our *Wisconsin Standards for Social Studies*, the *Six Proven Practices of Civics Education* from the Center for Civics Education, and the *Roadmap* from Educating for American Democracy (EAD), a project of the Department of Education, the National Endowment for the Humanities, and iCivics. This non-partisan project is a culmination of over two years of collaboration between DPI, teachers, administrators, CESAs, and multiple state and community organizations. It incorporates multiple viewpoints and place-based learning and is intended to guide educators in effectively teaching civics and social studies.

The goal of this teaching and learning resource is to support excellence in civic literacy and civic engagement so all students can learn to become both engaged citizens and critical consumers of information. Through multiple grade level units of study, the scope and sequence promotes active involvement among students in the civil discourse of their communities, state, nation, and the world, and supports them in understanding and participating in the processes of government, including voting. It is intended to help students see themselves as essential members of their communities and provide opportunities to actively participate in civic learning and problem solving. In addition, it includes units on understanding tribal nations' government and sovereignty, a key standard in Wisconsin Act 31.

At the time of this publication, the project includes a K-5 suggested scope and sequence, a 6-8 suggested scope and sequence, and a high school suggested semester- and year-

long course in government or civics. Moving forward, the Wisconsin Civics Project will be undertaking other things, such as assistance in implementing the K-5 and 6-8 scope and sequence and the high school course, supporting the statewide network of Civics Fellows, and offering quality professional learning for our state educators.

***It is important to note that DPI considers the Wisconsin Civics Project and this publication a work in progress; there may be future iterations of the work, and there will be additional resources aligned to the work.***

# Introduction to Social Studies and Civics in K-8 Grades

In Wisconsin, public school districts are required to have a written, sequential K-12 social studies curriculum plan, based on standards (state or of their own choice). The curriculum plan should include course and unit objectives, content, resources, an allocation of instructional time, and a program evaluation method. This plan must be reviewed at least once every five years [Wis. stat. sec.121.02(1)(k)].

Elementary [Wis. Stat. sec. 121.02(1)(L)1] and Grades 5-8 [Wis. Stat. sec. 121.02(1)(L)2] require "regular" instruction in social studies. "Regular" is defined as instruction each week for the entire school term in sufficient frequency and length to meet district curricular requirements. In addition, the Wisconsin American Indian Studies requirement, often referred to as "Act 31," requires instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades [Wisc. Stat. sec.121.02(1)(L)4].

## Flexible Options

*Local districts in Wisconsin continue to have the flexibility to determine the sequence and content of their social studies programs. Each school district determines the level at which content will be taught and the materials to be used in the district. If teachers are to understand the performance standards and the spiraling nature of the content and concepts, they must be involved actively and directly in the process of selecting content and materials, keeping in mind that it is important for all students to understand and apply the knowledge and skills from all strands of [the standards], regardless of the course focus or core content selected by teachers, departments, and districts.*

*– Planning Curriculum in Social Studies  
Wisconsin Department of Public Instruction (DPI), 2001*

In Wisconsin, districts have the local control to determine standards, curriculum, and instructional materials. However, there is a steady, marked, researched decrease in social studies time allotted at the K-5, and increasingly the K-8 level. This is not unique to Wisconsin; it is occurring nationwide.

At the same time, we have seen an increase in the number of teachers licensed as generalist for K-8, and a decrease in the number of K-8 generalists who have a minor in any content area. There is also an increase in the hiring of K-8 generalists at the middle school level. What this means is that there is an increase in licensed educators who have little experience with social studies content – or more importantly, social studies pedagogical content knowledge – because they received no training or support in it.

This, along with the decrease in social studies time K-8, has impacted students' understanding of social studies content, skills, and dispositions.

Districts do have flexible options to choose standards, build their curriculum, and decide which resources to use in their classrooms. However, the increase in requests for guidance from DPI over the last decade has led to documents such as this one. DPI has worked with our Wisconsin educators and the Wisconsin Historical Society to build this K-5 and 6-8 Suggested Scope & Sequence for districts to take into consideration. This is meant to be a scaffold for building quality social studies and civics teaching and learning. Districts are encouraged to add what is needed for their local area and students.

## Reading the Scope & Sequence

The Wisconsin Social Studies/Civics 6-8 Suggested Scope & Sequence is divided by grade. The writing team decided this because they wanted to be able to build upon previous learning, and if the three courses were listed at any grade, educators would not be able to count on what was happening the year before. Therefore, we offer the following order of courses:

- 6<sup>th</sup> Grade: Geography & Cultures of the World: Yesterday and Today
- 7<sup>th</sup> Grade: Civics & Our Contemporary World
- 8<sup>th</sup> Grade: Wisconsin & U.S. Studies (Thematic, 1924 – Present Day)

Civics and Social Studies are integrative by nature. Focusing on themes over dates, names, and battles can help students visualize the connections between strands of social studies better and learn to see the bigger picture while still meeting our state standards and expectations. Instead of viewing events in isolation, a thematic approach allows students to better see connections and patterns across time. In addition, it assists teachers in helping students make connections to their own lives, identities, and current issues.

Each course is thematic, based in inquiry, has a civics lens, and is aligned to the *Wisconsin Standards for Social Studies* and the National Council for the Social Studies *Themes of Social Studies*. The courses all have the same units, focused on the strands of social studies (Inquiry, Behavioral Sciences, Economics, Geography, History, Political Science) in a thematic manner through the subject area. Every year starts with an inquiry unit to build inquiry skills and dispositions.

Each unit is further divided into planning ideas tied to middle school indicators from the Wisconsin Standards for Social Studies (2018). These planning ideas include:

- Potential Essential Questions, aligned to the standards
- NCSS theme of this unit

- Focusing Questions for the Topic
- Recommended Inquiry Topics
- Specific Social Studies Indicators met with this unit
- Important Terms and Points to Consider
- Supporting Resource Providers to Consider

The essential and focusing questions are meant to help guide instruction and determine quality resources and lessons for use in the classroom. The recommended inquiry topics are provided to assist specific content choices for the unit.

We recognize this work is not as complete as the K-5 recommended scope & sequence. Where the K-5 team started with a framework similar to this document, the 6-8 started from scratch. We anticipate a more robust 6-8 document similar to the current released K-5 to be released by summer 2024.

### **Considerations:**

- There are no required lessons, lesson plans, or resources. Curriculum decisions are 100% made at the district/local level.
- The inquiry strand from the *Wisconsin Standards for Social Studies* is not listed in the “Specific Social Studies Indicators” row. Inquiry involves questioning, researching, analyzing, communicating conclusions, and civic engagement, which is reflected in specific pedagogical choices, not content. Many resources the writing team curated are based in the inquiry cycle and align to our inquiry indicators.
- In addition, Standard 4 for Political Science in the *Wisconsin Standards for Social Studies* reflect civic engagement skills and outcomes that are similarly reflected in pedagogical choices, not content. The resources selected for the civics lens align to these indicators.
- Any time you are teaching history (especially with the Wisconsin/US Studies focus in grades 3-5), you should consider the history standards as a guideline, rather than the rote memorization of dates, names, and battlefields.

# Civics Education Pedagogy and Practices

Within the field of civics education, scholars have identified elements of high-quality civics education pedagogy. In Wisconsin we strive to integrate these best practices into civics education, drawing on this past work. This document articulates six practices for civics education, aligned with the *Educating for American Democracy Framework*, work on the *Six Proven Practices for Civics Education* from the Civic Mission of Schools, and the *Wisconsin Standards for Social Studies*. In addition, it provides reference to high quality resources to support these classroom practices.

Element	Description	Alignment	Resources
<b>1. Classroom as a community of learners</b>	In order to live together in a pluralistic society, we must be able to develop community together. Additionally, cultivating respect and rapport in the classroom is a prerequisite for creating an environment of mutual trust where students can take emotional and intellectual risks. This is especially critical for the civic health of our classrooms and communities; we must develop a classroom community where students appreciate the value of hearing different perspectives and identities, engage in group work and collaboration with all their classmates, and develop respect for the diverse experiences and ideas of their peers.	EAD Pedagogy Companion #1, #3, #6	Danielson Framework
<b>2. Deliberation of contested issues</b>	Deliberation refers to the process of giving multiple perspectives a fair hearing to come to a reasoned conclusion on a contested issue. This could be a historical issue, or a current one. Deliberation engages students by allowing them to explore ideas together, which requires scaffolding of skills for discussion and civil discourse. Ideally students will have opportunities to articulate their genuine ideas and opinions in the deliberation	Civics Proven Practices #2, EAD Pedagogy Companion #5	Deliberating in a Democracy StreetLaw deliberations C-SPAN deliberations

Element	Description	Alignment	Resources
	rather than simply representing an assigned position.		
<b>3. Information literacy</b>	In order to form well-reasoned opinions on important issues, gather information needed to vote, or participate in democratic decision making, students need to develop and practice information literacy skills. These skills are critical for learning through inquiry and give students the capacity to be effective lifelong learners.	Civics Proven Practices 2017 update  WI Standards for Social Studies: Inquiry #2	SHEG Civic online reasoning and Thinking Like A Historian Sourcing  News Literacy Project  AllSides  Ad Fontes
<b>4. Simulations of authentic civic roles</b>	Simulation gives students an opportunity to learn about civic roles and structures experientially, and then reflect on their learning. Simulation can be an “engagement first” strategy, as the culmination of other learning experiences, or as the framework for a whole unit or course.	Civics Proven Practices #6	iCivics  Legislative Semester  We the People
<b>5. Civic Engagement</b>	Schools are a critical site for students to learn and practice the skills and dispositions that lead to lifelong civic engagement. Incorporating authentic opportunities for students to practice civic engagement skills makes their learning authentic and enhances relevance. Opportunities for students to identify and address needs or challenges in the classroom, school, or community offer learning opportunities of the skills of civic engagement and empower students to see their role in creating the world they want to live in.	WI Standards for Social Studies: Inquiry #5  EAD Pedagogy Companion #5  Civics Proven Practices #3,4,5	Generation Citizen  Project Citizen  Bill of Rights Institute - Student Hub  We the People  Deliberating in a Democracy
<b>6. Inquiry as the Primary Mode of Learning</b>	An inquiry approach to teaching engages students in higher order thinking and problem solving by framing learning through open questions and exploration. It allows students to bring their authentic ideas and lived experiences into the classroom as valuable sources of	EAD Pedagogy Companion, #2 #4  WI Standards for Social	Right Question Institute  C3 Teachers Hub

Element	Description	Alignment	Resources
	<p>knowledge as they explore complex ideas. Within civics, an inquiry approach honors the reality that most issues in our society do not have one right or easy answer, and that the aim of civics education is to work together to explore answers to the question “How do we want to live together?” This approach allows for the integration of primary source documents from a variety of diverse perspectives and identities.</p>	<p>Studies: Inquiry #1-4</p>	

# Sixth Grade

## **Geography & Cultures of the World: Yesterday and Today**

In this course students will use and practice inquiry skills to explore and understand the connection between ancient and modern world geography and cultures. Students will gain an understanding of how civic life, politics, and government developed and changed over time so that they are aware of how our modern world came to be. Students will engage in learning activities that enable them to identify, describe, explain, and analyze information and perspectives as well as evaluate, take, and defend positions on public policies past and present. Students will practice working with others, clearly articulating their own ideas, building partnerships, seeking consensus, negotiating compromise, and managing conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

### **Topics:**

1. Inquiry
2. Behavioral Sciences & Geography
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

## **Topic 1: Inquiry**

### **Potential Essential Questions**

- How can we examine and use information so that we can make the world a better place?

### **NCSS Theme**

- Civics Ideas and Practices

### **Focusing Questions for Topic**

- How can we form questions to help us understand things happening around us?
- How can we analyze the past to help us better understand the present?
- How can we gather trusted information to understand a topic?
- What is bias?
- What is civic engagement?

### **Recommended Inquiry Topics**

- Questioning
- Fact vs. opinion
- Collaboration & discourse
- What does civic responsibility look like?
- Empathy

### **Important Terms and Points to Consider**

- Inquiry
- Primary Source

### **Supporting Resources to Consider**

- QFT from the Right Question Institute
- Classroom set up for discourse

## Topic 2: Behavioral Sciences & Geography

### Potential Essential Questions

- How does diversity impact society?
- How does where you live influence how you live?
- How do external factors influence our identity and behavior?

### NCSS Theme

- Culture, Individual Development, and Identity

### Focusing Questions for Topic

- How can we learn about others without falling into stereotypes?
- What do I know about myself?
- How do I learn about groups?
- What do we know about cultures?
- How does technology change over time?
- What is culture?
- How do groups form and how are they different from culture?
- How does technology affect culture?
- How does technology impact what we do and where we live?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

### Geography (Geog):

- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.

### Recommended Inquiry Topics

- Culture
  - Definition of culture
  - Traditions over time and space
  - Identity and personal culture
  - Similarities and differences amongst different cultures (personal and worldwide)
- Groups
  - Formation of societal groups
  - Comparison of societal and cultural groups
  - Cooperation and conflict amongst groups of people
- Technology
  - Land use over time
  - Urbanization
  - Intended and unintended consequences of technology
- Place-based Identity and Culture
- Connecting cultures of the past to me and my community

### Important Terms and Points to Consider

- Culture
- Traditions
- Identity
- Urbanization
- Place-based Identity
- Supporting Resources to Consider
- National Geographic

## Topic 3: Economics

### Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision-making?
- What is the relationship between decision-making and economic outcomes?

### NCSS Theme

- Production, Distribution, and Consumption

### Focusing Questions for Topic

- Where do items we use every day come from?
- What is the difference between an import and an export?
- How do barter systems work?
- How has the use of money changed over time?
- What are the differences between and among different economic systems?

### Social Studies Standards & Indicators

#### Economics (Econ):

- SS.Econ2.a.m Analyze the role of consumers and producers in product markets.
- SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
- Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
- SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

### Geography (Geog):

- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

### Recommended Inquiry Topics

- Intro to trade
  - Difference between supply and demand
  - Specialization and trade
  - Difference between import and export
  - Define balance of trade
  - Difference between tax and tariff
  - Production (where do things come from?) and factors of production
- Money over time
  - Egypt/Mesopotamia to current systems
- Growth of economic systems over time, formation of post-barter systems
  - Agricultural (Aztec & Inca)
  - Dependence on Trade (Africa)
  - China
  - Rome
- Trade Yesterday and Today
  - Silk Road
  - Genghis Khan
  - Spices from South Asia to Europe
  - Roman influence into Africa and Europe
  - NAFTA -- USMCA
- Human Trafficking Yesterday and Today
  - Slave Trade/Triangular Trade
  - Child Labor

### **Important Terms and Points to Consider**

- Supply
- Demand
- Specialization
- Balance of Trade
- Import
- Export
- Tariff
- Trade
- Barter
- Money (Structure and Functions)

### **Supporting Resources to Consider**

- EconEdLink

## Topic 4: Geography

### Potential Essential Questions

- How does the use of geographic tools reflect history, culture, politics, and economics?
- How does where we live influence how we live, and why does it matter?
- How do geography, climate, and resources affect the way people live and work?

### NCSS Theme

- People, Places, and Environments

### Focusing Questions for Topic

- How and why do we use maps?
- How does the movement of people affect our everyday lives?
- What is urbanization and how does it affect our lives?
- How and where did different religions expand over time?

### Social Studies Standards & Indicators

#### Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

## Recommended Inquiry Topics

- Maps over time
- Movement of people - immigration, emigration, migration, refugees
  - Immigration in U.S.
  - Movement of Indigenous cultures over time
  - SE Asian refugees (post-Vietnam War)
  - Rural Decline and Urbanization
  - Lost Boys of Sudan
  - War Refugees
  - Displaced people (IDP - Internally Displaced Person)
    - Natural disaster
    - War
  - Impact of declining populations
    - Rural
    - Europe's aging population
    - Females in China (One Child Policy)
  - Impact of movement of people in both where they come from and where they go
    - Brain drain
- Movement of ideas
  - Spread of religion over time
    - Buddhism
    - Christianity
    - Islam
  - Communication
    - Chinese printing press
    - Telephones over time
  - Education
    - Afghanistan - Education for males only moved to including females

### **Important Terms and Points to Consider**

- Immigration
- Emigration
- Migration
- Refugee
- Indigenous
- Urbanization
- Internally Displaced Person (IDP)
- Brain drain
- Communication

### **Supporting Resources to Consider**

- Maps
- Primary sources

## Topic 5: History

### Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

### NCSS Theme

- Time, Continuity, and Change

### Focusing Questions for Topic

- How did past civilizations affect current civilizations?
- How did colonization by Europeans affect Aboriginal people of the world?
- How does interaction between two groups of people impact change?
- How do interactions amongst people influence change in thoughts, beliefs, and ideas over time?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH2.a.m [...] Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).

#### Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world.

#### History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

#### Recommended Inquiry Topics

- Compare and contrast past civilizations' influence on current civilizations, focusing on perspective, cause and effect, continuity, and change.
  - Indigenous influence on current countries and regions
    - Aztec, Inca, Olmec, Maya in Central and South America
    - First Nations in North America
    - Aborigines in Australia
    - Indigenous people of the Amazon
    - Uyghurs and Tibetans in China
    - Hmong in SE Asia
  - River Valley Civilizations
    - Indus Valley Civilization vs modern Pakistan/India
    - Yellow River vs modern China
    - Mesopotamia vs modern Iraq/Kuwait
  - Chinese ancient civilizations impact on the world
  - Ancient Greece, Roman Republic, and Roman Empire's impact on current civilizations

- Vikings, Celts, Picts on modern Europe
- Ancient Sub-Saharan African civilizations vs. Africa today
  - Songhai Empire vs. South Central African
  - Empire of Mali vs. modern Mali
  - Ancient Nubia vs. modern Sudan
  - Timbuktu vs. modern Mali
- European influence on the Indigenous people of Africa, Asia, Oceania, and the Americas
- Spread of religion over time
  - Buddhism
  - Christianity
  - Islam

### **Important Terms and Points to Consider**

- Perspective
- Civilization
- Indigenous
- Aborigine

### **Supporting Resources to Consider**

- Primary source analysis

## Topic 6: Inquiry & Political Science

### Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

### NCSS Theme

- Civic Ideals and Practices

### Focusing Questions for Topic

- How did the governing systems that developed in ancient times evolve and change into modern times?
- How have political or economic systems impacted the lives of people in ancient and modern civilizations?
- What did people in the ancient world need to know and be able to do to effectively participate in their political system? How does this compare to modern times?

### Social Studies Standards & Indicators

#### Political Science (PS):

- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
- SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

## Recommended Inquiry Topics

- Types of government and power structures
- Citizenship past and present
  - Empire
  - Monarchy
  - Republic
  - Democracy
- Compare the governing systems in ancient civilizations & modern times, focusing on power and authority:
  - Ancient Egypt vs. Modern Egypt
  - River Valley Civilizations
    - Indus Valley Civilization vs. modern Pakistan/India
    - Yellow River vs. modern China
    - Mesopotamia vs. modern Iraq/Kuwait
  - Mesoamérica (Aztec, Maya & Inca) vs. Modern Peru & Modern Americas
  - Ancient Sub-Saharan African civilizations vs. Africa today
    - Songhai Empire vs. South Central African
    - Empire of Mali vs. modern Mali
    - Ancient Nubia vs. modern Sudan
    - Timbuktu vs. modern Mali
  - Ancient Greece, Roman Republic, and Roman Empire vs. Modern Europe
- Effects of ancient government systems on U.S. government
- Investigate and compare the way that ancient and modern political and economic systems impact daily living.
  - Trade, monetary systems, commodities
  - Measurement,
  - Class systems and job roles
  - Ruling class/systems, laws & codes, process of leadership selection
  - Rights & responsibilities
- Government and Society
  - Laws
    - Hammurabi Code
  - Personal responsibilities/rights
  - Class systems
    - Roman Empire
    - Caste system in India
    - Gender roles

### **Important Terms and Points to Consider**

- Rule of Law
- Citizenship
- Civilization
- Government
- Economy
- Democracy
- Oligarchy
- Colonialism
- Empire
- Monarchy
- Republic
- Democracy

### **Supporting Resources to Consider**

- iCivics
- National Geographic

# Seventh Grade

## **Civics & Our Contemporary World**

In this course students will use and practice inquiry skills to explore and understand contemporary issues facing our world. Students will gain an understanding of how these issues affect civic life, politics, and government so that they can make their own informed judgments about what their government should do and not do in response. Students will practice engaging in activities that enable them to learn and apply civic knowledge in the many and varied roles of citizens and community members. These learning experiences will help students to identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions on public policies. Students will practice working with others, clearly articulating their own ideas, work to build partnerships, seek consensus, negotiate compromise, and manage conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

## **Topics**

1. Inquiry
2. Behavioral Sciences & Geography
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

## **Topic 1: Inquiry**

### **Potential Essential Questions**

- How can we examine and use information so that we can make the world a better place?

### **NCSS Theme**

- Civics Ideas and Practices

### **Focusing Questions for Topic**

- How can we set up our classroom so we feel comfortable having discussions?
- What are our classroom rules?
- How does the media inform our lives?
- How do we know if a media source is trustworthy?

### **Recommended Inquiry Topics**

- Collaboration & discourse
- Media Literacy

### **Important Terms and Points to Consider**

- Inquiry
- Primary Source

### **Supporting Resources to Consider**

- Stanford History Education Group - Reading Like a Historian
- C3Teachers
- Constitution Day (Sept 17) inquiry

## Topic 2: Behavioral Sciences & Geography

### Potential Essential Questions

- How does diversity impact society?
- How do external factors influence our identity and behavior?

### NCSS Theme

Culture, Individual Development, and Identity

### Focusing Questions for Topic

- How have people come together through a culture of resistance to secure human rights and political influence?
- How has technology raised the voices and opportunities of traditionally marginalized groups in society?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

#### Geography (Geog):

- SS.Geog4.a.m Investigate how place- based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.

#### Political Science (PS):

- SS.PS2.a.m Predict how collective action movements work to extend equal rights to groups and individuals
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.

### **Recommended Inquiry Topics**

- Arab Spring
- Iraqi protests (Tishreen)
- Iranian democracy
- Women's suffrage worldwide
- Social media's role in group activism
- Net Neutrality
- Democracy expansion in Latin America
- COVID-19's impact on the rise of authoritarianism
- Discrimination (LGBTQ, Gender, Race)
- Incarceration policies
- Citizenship (DACA, Indian Citizenship Act of 1924)
- Cancel culture, compassion culture, and accountability culture
- Online algorithms and their influence on democracy
- Conspiracy theories

### **Important Terms and Points to Consider**

- Naturalization
- Citizenship
- Authoritarianism
- Democracy
- Discrimination
- Equal Rights
- Suffrage

### **Supporting Resources to Consider**

- Pew Research Center
- United Nations
- National Archives
- National Geographic

## Topic 3: Economics

### Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision-making?
- What is the relationship between decision-making and economic outcomes?

### NCSS Theme

- Production, Distribution, and Consumption

### Focusing Questions for Topic

- What is the relationship between our government and economic systems?
- To what extent should the government intervene in the market of goods and services? In the market for workers?
- To what extent can the government influence the economy as a whole?
- How does our economic system accommodate changes in our local, state, tribal, and federal governments?
- What does our government spend money on?

### Social Studies Standards & Indicators

#### Economics (Econ):

- Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.
- Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
- Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.
- Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
- Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning,

contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).

- Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

### **Recommended Inquiry Topics**

- Investigating fiscal & monetary policy
- Housing market from 2000 - present day (local, state, country)
- Great Recession (2008)
- Redlining in Wisconsin & USA (Levittown USA) + Home Value over time
- Crypto currency & market & regulation
- Regulation of transportation (ex: railroad disaster in Ohio 2023)
- Inflation
- Oil/OPEC/Natural resources
- Euro/Brexit

### **Important Terms and Points to Consider**

- Redlining
- Urban renewal
- Economic System
- Supply/Demand
- Fiscal and Monetary Policy
- Money
- Inflation

### **Supporting Resources to Consider**

- EconEd Link
- Council for Econ Ed

## Topic 4: Geography

### Potential Essential Questions

- How does the use of geographic tools reflect local, state, tribal, or national politics?
- How do geography, climate, and resources affect the way people live and work?

### NCSS Theme

- People, Places, and Environments

### Focusing Questions for Topic

- How do government systems affect the movement of people, goods and services, and ideas?
- What are the push and pull factors that contribute to voluntary and forced migration?
- What have been the lived experiences of groups of people who have engaged in voluntary migration compared to the lived experiences of people who are victims of forced migration?
- How do multiple perspectives inform your views on contemporary issues caused by population changes or shifts?
- What opportunities do you have for civic engagement regarding public policies related to population shifts, immigration or migration (forced or voluntary)?

### Social Studies Standards & Indicators

#### Economics (Econ):

- SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.

#### Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.

- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

#### History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.

#### Political Science (PS):

- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.

### **Recommended Inquiry Topics**

- Present day forced & voluntary migration
  - Asia
  - Eastern Europe
  - Latin America
- Indian Removal Act
- White Flight from urban areas in WI and the United States
- Refugees come to Wisconsin
  - Hmong
  - Rohingya
  - Afghan
- Climate Refugees

### **Important Terms and Points to Consider**

- Push Factor Movement of People
- Pull Factor Movement of People
- Migrate/Migration vs Forced Migration
- Immigrate
- Migrant
- Emigrate
- Immigrant vs Emigrant
- Refugee
- Asylum Seeker
- Rural
- Urban
- Urbanization
- Population
- Population Density
- Public Policy
- United Nations High Commissioner for Refugees (UNHCR)

### **Supporting Resources to Consider**

- US Census Bureau
- National Archives
- Stanford History Education Group

## Topic 5: History

### Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

### NCSS Theme

- Time, Continuity, and Change

### Focusing Questions for Topic

- How can identifying whose voice is telling a story help an individual understand perspective? Whose voice is missing and why ?
- Why is freedom is never achieved without continuous struggle?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.

#### History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

## Political Science (PS):

- SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.

## Recommended Inquiry Topics

- Judicial Review
- 9/11
- The U.S. struggle for gender/LGBTQ+ equality
  - Equal Rights Amendment
  - Stonewall
  - History of Gay Marriage
- The U.S. movement for racial equality
  - Desegregation (Executive Orders 9980 and 9981, Brown v. Board)
  - GI Bill and redlining
  - White Flight and the Growth of Suburbia
  - Boycotts, Sit-Ins, Protests
  - Zoot Suit Riots/Chicano Rights
  - Lynching
  - Executive Order 9066
  - Black Lives Matter

- Me Too Movement
- Israeli-Palestinian Conflict
- Iraq War
- Afghanistan War
- McCarthyism
- Foundations of Government
  - Roman Republic
  - Magna Carta
  - Enlightenment thinkers
- Cold War Policy (Brink of War Policy, Containment, Military Industrial Complex)
- Geographic boundaries
  - Tibet & China
  - India & China
  - India & Kashmir Region
  - Pakistan
  - Sudan & South Sudan
- United States political boundaries
  - Puerto Rico
  - US Virgin Islands
  - District of Columbia
  - American Samoa
  - Hawai'i
- Decolonization in Asia
  - India
  - Vietnam
  - Cambodia
- Decolonization of Africa
  - South Africa
  - Cameroon
  - Senegal
  - Ethiopia
- Government-sponsored crimes and genocide
  - Holocaust
  - Rwanda
  - Rohingya
  - Uyghur

**Important Terms and Points to Consider**

- 3 Branches of U.S. Government
- U.S. Constitution
- Supreme Court

**Supporting Resources to Consider**

- U.S. Court System
- Annenberg Classroom
- National Archives
- Library of Congress

## Topic 6: Political Science

### Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

### NCSS Theme

- Civic Ideals and Practices

### Focusing Questions for Topic

- Explain what life would be like in a state of nature.
- How does the government balance the need for social order and individual liberty?
- What is social contract and how is it related to “consent of the governed?”
- Explain why “rule of law” is necessary for an authority to be considered legitimate.
- Why is a commitment to the common good important in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- Why is the right to vote a critical component in a democratic republic?

### Social Studies Standards & Indicators

#### Political Science (PS):

- SS.PS1.b.m Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.

- SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).

### **Recommended Inquiry Topics**

- Examine the platforms of political parties
- Citizens United and money in politics
- Electoral College
- Role of the Citizen
- Redistricting and Gerrymandering
- Voter Disenfranchisement
- Separation of Powers/Checks and Balances
- Federalism
- Separation of Church and State
- Bill of Rights
- The Preamble
- Natural/Human Rights
- Rule of Law
- Amendments
  - Universal Suffrage
  - ERA
- UN's role in preventing genocide
  - Cambodia
  - Rwanda
  - Darfur
  - Bosnia
  - Syria

### **Important Terms and Points to Consider**

- Liberty
- Freedom
- Common Good
- Establishment clause
- Free exercise clause
- Consent of the Governed
- Monarchy, Oligarchy, Anarchy
- Bicameral Legislation
- Checks and Balances

### **Supporting Resources to Consider**

- Street Law
- iCivics
- National Archives
- Center for Civic Education

# Eighth Grade

## **WI & U.S. Studies (Thematic, 1924 - Present Day)**

In this course students will use and practice inquiry skills to explore and understand the history, geography, culture, government, and economics of Wisconsin and the United States from 1924 to the present day. Students will continue to build their understanding of how this time formed civic life, politics, and government so they can be better aware of how our country got to where we are at the moment. Students will engage in activities that enable them to learn and apply civic inquiry skills and knowledge. These learning experiences will help students to identify, describe, explain, and analyze information and arguments as well as evaluate, take, and defend positions. Students will continue working with others, clearly articulating their own ideas, work to build partnerships, seek consensus, negotiate compromise, and manage conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

### **Topics:**

1. Inquiry
2. Behavioral Sciences
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

## **Topic 1: Inquiry**

### **Potential Essential Questions**

- How can we examine and use information so that we can make the world a better place?

### **NCSS Theme**

Civics Ideas and Practices

### **Focusing Questions for Topic**

- When would we use different types of questions?
- What is a reliable source?
- What group is not being heard in this historical narrative?
- Does the inquiry claim have more than one source of supporting evidence?

### **Recommended Inquiry Topics**

- Contextualization
- Corroboration
- Disciplinary Thinking (Historian, Political Scientist, Economist)

### **Important Terms and Points to Consider**

- Inquiry
- Open-Ended Question
- Reliable Source
- Credibility
- Debatable, defensible Claim
- Evidence
- Conclusion
- Bias
- Analyze
- Primary and secondary sources

### **Supporting Resources to Consider**

- Stanford History Education Group
- C3Teachers.org

## Topic 2: Behavioral Sciences

### Potential Essential Questions

- How does diversity impact society?
- How do external factors influence our identity and behavior?

### NCSS Theme

- Culture, Individual Development, and Identity

### Focusing Questions for Topic

- How has diversity impacted society throughout a historical event?
- How do different perspectives/voices influence society and the historical record?
- What factors created perspectives?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.BH3.a.m Analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

#### Economics (Econ):

- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.

- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making.

### **Recommended Inquiry Topics**

- Holocaust and Genocide (Act 31)
- Civil Rights Movements
  - Wisconsin
  - African-American
  - American Indian Movement
  - Latin X Movement
  - LGBTQ+
  - Women’s Rights
- Religious diversity
  - Sikh
  - Religion in WI
- Inventors and Entrepreneurs
- Refugees

### **Important Terms and Points to Consider**

- Perspectives
- Primary/Secondary sources
- Evidence
- Claims

### **Supporting Resources to Consider**

- Nathan and Esther Pelz Holocaust Education Resource Center
- Echoes and Reflections
- Choices program
- Korean War and Sacrifice

## Topic 3: Economics

### Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision making?
- What is the relationship between decision-making and economic outcomes?

### NCSS Theme

- Production, Distribution, and Consumption

### Focusing Questions for Topic

- How does the U.S. government influence the economy over time?
- How much should the government get involved in economic matters?
- Does the government owe people a living/minimum wage?
- How does the distribution of resources affect a government and economy?

### Social Studies Standards & Indicators

#### Economics (Econ):

- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making
- SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
- SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.
- SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property,

zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).

- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
- SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

#### Geography (Geog):

- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.
- SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

#### Recommended Inquiry Topics

- \*\*Community Specific Driven Inquiry
- Great Depression
- WWII (economics, women in the workforce, low supply)
- Stagflation (1970's) and Supply Side Economics
- Suburbs (post WWII; 1940-1950s) (economics)
- Minimum Wage
- Transportation
- Great Recession
- Monopolies
- Formation of OPEC
- Hurricane Katrina (economics)
- Inventions

### **Important Terms and Points to Consider**

- Supply & Demand
- Monopoly
- Urbanization
- Fiscal Policy
- Monetary Policy
- Recession & Depression
- Inflation
- Business Cycle

### **Supporting Resources to Consider**

- EconEd Link Resource
- Council for Econ Ed Hub

## Topic 4: Geography

### Potential Essential Questions

- How does the use of geographic tools reflect history, culture, politics, and economics?
- How does where we live influence how we live, and why does it matter?
- How do geography, climate, and resources affect the way people live and work?

### NCSS Theme

- People, Places, and Environments

### Focusing Questions for Topic

- How do people and items move, and how does that affect us?
- What groups of people have immigrated to Wisconsin? To the United States?
- How have forced relocation efforts affected different groups of people?

### Social Studies Standards & Indicators

#### Geography (Geog):

- SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog1.c.m: Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
- SS.Geog2.a.m: Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m: Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.

- SS.Geog2.d.m: Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
- SS.Geog3.a.m: Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.
- SS.Geog4.a.m: Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
- SS.Geog5.a.m: Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.

### **Recommended Inquiry Topics**

- Immigration
  - To U.S.
  - To WI
  - Within U.S.
- Mormon's Move West
- Urbanization
- Post-WWII Migration and Immigration
  - Rise of Suburbs
- First Nations
  - Boarding Schools
  - Reservations
  - Termination and Relocation

### **Important Terms and Points to Consider**

- Urbanization
- Immigration
- Migration
- First Nations
- Supporting Resources to Consider
- National Geographic
- Stanford History Education Group

## Topic 5: History

### Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

### NCSS Theme

- Time, Continuity, and Change

### Focusing Questions for Topic

- How do multiple viewpoints help us understand the past?
- What is the difference between a primary and secondary source?

### Social Studies Standards & Indicators

#### Behavioral Sciences (BH):

- SS.BH3.a.m Analyze how a person’s local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

#### Geography (Geog):

- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students’ perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

#### History (Hist):

- SS.Hist1.a.m: Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m: Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m: Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m: Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist2.c.m: Analyze how the historical context influenced the process or nature of the continuity or change that took place.

- SS.Hist3.a.m: Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m: Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m: Hypothesize the direction of current events and outcomes based on the past.
- SS.Hist4.a.m: Explain how the historical context (situation) influences a primary or secondary source.
- SS.Hist4.b.m: Explain the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.m: Explain the significance of the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.m: Explain how the POV of the author can influence the meaning of a primary or secondary source.

### **Recommended Inquiry Topics**

- World War II
- Holocaust & other genocides
- Cold War
- Civil Rights Movements
  - African-American
  - Women
  - American Indian Movement
  - Chicano Rights
  - LGBTQ+ Rights
  - Ties to Wisconsin
- Gulf War/US Involvement in the Middle East

### **Important Terms and Points to Consider**

- Holocaust
- Genocide
- Point of View
- Primary Source
- Secondary Source
- Historical Context

### **Supporting Resources to Consider**

- SHEG
- C3teachers.org
- Bill of Rights Institute

## Topic 6: Inquiry & Political Science

### Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

### NCSS Theme

- Civic Ideals and Practices

### Focusing Questions for Topic

- What is the structure and function of our federal government?
- What is the structure and function of state governments?
- How are the governments of the First Nations of Wisconsin alike and different to state and federal governments?
- What is tribal sovereignty?
- How have civil liberties changed over time?
- How has the Constitution been interpreted differently over time?

### Social Studies Standards & Indicators

#### Political Science (PS):

- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
- SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.

- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
- SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
- SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
- SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).

### **Recommended Inquiry Topics**

- Changes in civil liberties in the 20th century/changes in how the Constitution has been interpreted over time
  - Supreme Court Cases
    - First Amendment
    - Fourth Amendment
    - Fifth Amendment
    - Sixth Amendment
- State of Wisconsin Government
- Tribal Government and Tribal Sovereignty
- Japanese Internment during WWII
- McCarthyism
- U.S. Involvement in Vietnam

### **Important Terms and Points to Consider**

- First Nations
- Tribal Sovereignty
- Sectionalism
- Constitution

- Amendment
- Public Policy
- Diplomacy
- Pluralism

**Supporting Resources to Consider**

- We the People
- Project Citizen
- iCivics
- Bill of Rights Institute

# References

## Resources

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